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News Summary

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Unemployment, the death of established American industries, and other economic problems have renewed scholars' interest in the subject of work. Story on Page 6.

Many colleges cannot obtain tax-exempt bonds, primarily because the House of Representatives has passed a bill that would severely restrict their use. Story on Page 14.

High-technology projects jointly sponsored by universities and industry have boosted development in many states, but some officials have complaints. Story on Page 15.

Teachers' colleges must work to give teaching the professional status that law and medicine enjoy, education deans say. Story on Page 25.

A commission is looking into legal issues involved in a potential effort to force higher education's main pension system to let its participants transfer their money to other investment vehicles. Story on Page 29.

The death of a volleyball player from an undiagnosed heart ailment has raised questions about the physical examinations that college athletes undergo. Story on Page 37.

Some 940 students from 83 colleges take part in National Collegiate Athletic Association rifle competition. Story on Page 37.

Student and faculty groups in South Africa fear that the just-ended state of emergency will be replaced with legislation extending police authority. Story on Page 41.

College representatives have sharply attacked Canada's five-year spending plan for scientific research and development. Story on Page 41.

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Agencies May Ask Colleges to Return Part of U.S. Aid

By STACY E. PALMER
WASHINGTON

In an effort to reduce the federal deficit, the government may ask some universities to surrender money already given them for research to be conducted this year.

The National Science Foundation, for example, may seek the return of up to 10 per cent of certain funds for research grants and contracts that universities have already received.

Directors of several federal education-research centers located at colleges received a letter asking them to return about 4.3 per cent of the funds the Department of Education gave them this year for their operating expenses.

Last week, however, department officials changed their minds and decided not to ask for the money back. They said they would ask nine federal education laboratories to return 3 per cent of their funds, instead.

National Institutes of Health officials, while not asking for money back, said they would reduce the size of individual research grants this year in order to meet deficit-reduction goals.

Most Must Be Trimmed 4.3 Per Cent

When some federal agencies distributed funds after the beginning of fiscal 1986 last October 1, they did not take into account the automatic budget cuts that were imposed by the new balanced-budget law. The first round of reductions prompted by the law, often referred to as the Gramm-Rudman-Hollings act after its chief sponsors, took effect on March 1.

Under the law, spending on most non-defense related activities must be trimmed by 4.3 per cent between March 1 and September 30.

The law was designed to make certain that spending reductions were borne evenly by every federal "program, project, or activity" except Social Security and some other programs that help the very poor. But it may be more difficult to achieve evenhanded spending cuts than the people

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Many Colleges Found Heeding Calls to Reform Undergraduate Studies

More than half the institutions in survey are altering programs; most are trying to measure what their students have learned

By JEAN EVANGELAUF
WASHINGTON

Over half of the nation's colleges and universities are heeding calls for reform from four blue-ribbon panels, according to a survey that the American Council on Education plans to release this week.

The national education-reform reports, issued over the last 18 months, are being widely discussed among senior administrators and faculty members: 28 per cent of the academic officers polled said their colleges had already changed their academic programs as a result of the reform movement, and an additional 27 per cent said they were planning to do so.

Elaine El-Khawas, the author of the survey report and the council's vice-president for policy analysis and research, said she thought even more colleges were debating the reform reports than the figures indicate. The survey was conducted last spring, and she said she suspected that many institutions had since made plans to convene special study groups this academic year.

Colleges are not adopting the reforms wholesale, according to the report.

The most popular recommendations are to measure student learning and to stress the competencies that students should gain, through their studies. The least popular are those to de-emphasize the undergraduate major and to give graduate students special training in college teaching.

Stressing the Basics

Many colleges reported that they had some reforms in place. For example, 47 per cent are giving special attention to the freshman year, a key point of the National Institute of Education study *Involvement in Learning*. More than half are following the recommendation of the National Endowment for the Humanities report *To Reclaim a Legacy* that their best faculty members teach core courses.

On most campuses, faculty members are stressing the basics.

Eight in 10 colleges are reviewing their curricula or have recently done so. At those whose reviews are complete, most said they had instituted new general-education requirements and were placing more emphasis on writing, mathematics, communications, and reasoning.

"There's a new emphasis on competencies," said Ms. El-Khawas. "People aren't only asking, Have students had

Continued on Page 26, Column 1

Academic Culture Said to Discourage Strong Presidency

WASHINGTON

Just when American colleges and universities may need an infusion of strong presidential leadership, the academic environment seems less likely to encourage or support it.

That assessment is contained in a forthcoming book by Clark Kerr, the former president of the University of California, who headed a national study of the presidency from 1982 to 1984 (*The Chronicle*, September 26, 1984), and Marion L. Gade, research associate at the Center for Studies in Higher Education at the university's Berkeley campus.

Following up on that study, which found a scarcity of strong college presidencies, the new book cautions that even if active leaders emerge in a time of declining enrollments and shifting resources for higher education, the "diminished nature" of the

Continued on Page 30, Column 1

Campus Hazing Rituals Under Broad Attack

Government, education, and fraternity officials are trying to curb dangerous practices often associated with hazing. Story on Page 34.

Colleges Permitting Employees to Tailor Fringe Benefits to Their Own Needs

By SCOTT HELLER

Drexel University takes $325 a month out of Catherine Wilt's paycheck, and she's happy to see it go.

The money is put into an account that is used to reimburse Ms. Wilt for day-care costs for her three-year-old son. By agreeing to reduce her income at the beginning of each year, Ms. Wilt pays no tax on the money, while assuring that her child is looked after while she works as a resource-center manager at Drexel's College of Information Studies.

Ms. Wilt is one of hundreds of Drexel employees taking advantage of the university's new "flexible" benefits, and one of thousands of employees at colleges and universities nationwide who are permitted to tailor their benefits to their own needs.

Some flexible-benefit plans allow employees to reserve money for specific uses and not be taxed on it, as Ms. Wilt does at Drexel. At other institutions, employees choose how much and what kinds of health, life, and dental insurance they want.

In some cases, employees who choose less expensive benefits can see the difference made up in bigger paychecks.

Many experts consider flexible-benefit plans the wave of the future, especially for large institutions that traditionally have offered sweeping—and expensive—benefit plans.

Flexible benefits are seen as a way for such institutions to cut costs eventually, and they are considered better suited to meeting the needs of a changing work force, filled with single parents and two-career couples.

Recently, Dartmouth College, the Johns Hopkins University, Miami-Dade Community College, and Thomas Jefferson University introduced flexible-benefit

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Governors Call for Increases in State Aid for Colleges Despite Fear of U.S. Cuts

But in some states, higher education is not spared budget reductions being imposed on all agencies

By LYNN PEEBLES

Many governors have presented budgets in recent weeks that call for increased state support for higher education, despite expressions of deep concern about the impact of the federal deficit-reduction law on their treasuries.

In some states with budget problems, however, governors were unable or unwilling to spare public colleges and universities from cuts they proposed for other state agencies.

With nearly all governors voicing anxiety over the impact of federal reductions required under the Gramm-Rudman-Hollings legislation, legislatures will be taking an even closer-than-usual look at the financing of public higher education for the coming year.

Already this year, 16 states have had to reduce appropriations previously made for higher education (see accompanying table).

Some state budget officials also are expressing uncertainty about requests for college and university construction projects financed by tax-exempt bonds, because of a tax bill passed by the House of Representatives that would place restrictions on the use of such bonds (see Page 14).

Following are some highlights of the budgets proposed by governors recently. For reports on other states, see *The Chronicle*, January 22.

Full Financing in Georgia

Thanks to a large surplus in the state budget, Gov. Joe Frank Harris, a Democrat, asked that Georgia's formula for higher education be fully financed, for the first time, in fiscal 1987. For the 33 state colleges and universities, that would mean an operating budget of $588.8-million—a 7.1-per-cent increase.

Governor Harris also proposed a 4-per-cent pay raise for state college and university employees, worth about $25-million, and called for $30-million in building projects.

To encourage research, Governor Harris recommended that the state help subsidize the overhead expenses that universities incur in carrying out research grants.

$1-Billion Budget in Kentucky

Gov. Martha Layne Collins proposed a two-year budget for state colleges and universities that topped $1-billion for the first time and included much of the Kentucky Council on Higher Education's five-year plan.

For fiscal 1987-88, the Governor's budget included an increase of $70-million in general appropriations and an additional $117-million for new construction, deferred maintenance, and equipment.

Governor Collins recommended $4-million in each year of the biennium for a salary-incentive fund to reward excellence in teaching in public colleges. She endorsed several key programs in the council's five-year plan by proposing, for fiscal 1988, $3.7-million in competitive grant money for centers of academic excellence on 10 campuses, which were not specified. Another $2-million was requested for endowed chairs at the centers, along with $1-million for grants to finance innovative programs in undergraduate studies. Also requested were $13.2-million for a Center for Robotics and Manufacturing Systems at the University of Kentucky and $15-million for a new community college in Owensboro.

Tuition Increase in Tennessee

In another state with a projected budget surplus, Gov. Lamar Alexander, a Republican, called for full financing of Tennessee's higher-education formula for the first time in 15 years. At the same time, he proposed a tuition increase of 13 per cent for students at all public institutions except the University of Tennessee at Knoxville, where an 18-per-cent tuition hike was recommended.

PHOTOGRAPH FOR THE CHRONICLE BY MIMI LEVINE

New Mexico's Gov. Toney Anaya called for a 12-per-cent salary increase for faculty members.

Georgia's Gov. Joe Frank Harris asked for a 7.1-per-cent increase in college operating budgets.

Alabama's Gov. George Wallace proposed an 11.5-per-cent cut in appropriations for colleges.

Governor Alexander's budget included a 5-per-cent increase in salaries and benefits for employees of state colleges and universities. It contained $5-million for the third year of a program to create "Centers of Excellence" at public institutions, and $10-million in matching grants to attract distinguished scholars to teach at the centers.

Less Money in Alabama

Faced with lower-than-expected state revenues in fiscal 1986, Democratic Gov. George C. Wallace proposed an austere budget for the coming year that would reduce total state appropriations for four-year colleges and universities by 11.5 per cent, to $406-million. He also recommended cutting state financing for junior and technical colleges by 13.8 per cent.

Governor Wallace acknowledged that Alabama teachers' salaries were still below the national average, but he urged legislators to "resist the temptation to appropriate more than is available."

Falling Oil Revenues in Alaska

Republican Gov. Bill Sheffield recommended $167-million in general state appropriations for higher education—a 1-per-cent cut. In addition, the Governor asked for a $2.6-million reduction in funds for state student loans. The proposed cuts reflected a drop in state revenues, which are tied directly to the price of oil.

The state expects to make further budget adjustments when new revenue projections are released this month. The president of the University of Alaska has appointed a "budget flexibility task force" to explore how to meet the required reductions.

9.5-Pct. Increase in Illinois

Declaring that "only education would be exempted from what would otherwise be a maintenance budget," Republican Gov. James R. Thompson said his $1.7-billion higher-education budget amounted to a 9.5-per-cent increase over current levels. His proposal included a 6.5-per-cent salary hike for faculty and staff members and an 11-per-cent increase in student aid.

Governor Thompson's budget fell $58-million short of a plan recommended by the Illinois Board of Higher Education, mostly for spending on pensions and salary increases.

The Governor's budget requested about $30-million for such programs as improving undergraduate education, increasing opportunities for minority students, and encouraging cooperation between higher education and public schools. Mr. Thompson would increase state support for the University of Illinois's National Center for Supercomputer Applications by $1-million; provide $3-million for a medical scholarship program for students who promise to practice in underserved locations in the state; raise the state's maximum scholarship award by $250, to $3,100; and allot money for the second year of a program that awards up to $500 each to students who graduate in the top 5 per cent of their high-school classes and choose to attend college in Illinois.

Scholarships in Pennsylvania

Gov. Richard L. Thornburgh, a Republican, submitted a budget calling for $672-million in appropriations for Pennsylvania higher education, a 4-per-cent increase.

In recognition of the growing number of working adults who want to pursue a college education, the spending plan would create an $8-million scholarship fund for part-time students with careers.

For the popular Ben Franklin Partnership program, a joint industry-university effort to promote economic development in Pennsylvania, Governor Thornburgh requested a total of $28-million, up from $22.3-million in the current fiscal year.

He proposed, as he has in the past, selling off the state-run liquor stores to help finance the purchase of new science and engineering equipment for all levels of public education.

Formula Sought in Michigan

Gov. James J. Blanchard, a Democrat, criticized across-the-board increases for higher education as an inefficient use of Michigan's resources and said a state committee was trying to develop a financing formula for four-year public colleges and universities.

For the four-year institutions, the Governor proposed $948.5-million, which included an increase of $48.1-million in operating funds and $25-million for the second year of the Research Excellence and Economic Development Fund. A new technology-transfer network to link businesses with university innovators was also proposed.

Community colleges would receive an additional $9.7-million, a 5.5-per-cent increase.

Governor Blanchard urged restraint in tuition increases and asked colleges to continue the voluntary tuition freeze of the last two years. He called for an additional $1.5-million in student aid, which he said would broaden eligibility for Michigan's Competitive Scholarships program and assist an additional 1,350 needy applicants.

Salary Increases in New Mexico

Gov. Toney Anaya, a Democrat, said his fiscal 1987 budget would provide for "an infusion of desperately needed funding for education" in New Mexico, while cutting the appropriations of other state agencies by 1.3 per cent. He recommended appropriations of $236.6-million for higher education, compared to the current $228.5-million, and called for a 12-per-cent salary increase for faculty members at state universities.

Governor Anaya said his budget was based on the projected collection of $225-million in new revenues. A rival spending plan proposed by the Legislature's Finance Committee, which contained no new revenues, would require substantial cuts in student aid and necessitate a large tuition hike at state colleges and universities, he maintained.

Mid-Year Changes in State Appropriations for Higher Education

ARKANSAS	Cut 4.5 per cent for 1985-86
COLORADO	Cut 2 per cent for 1985-86
HAWAII	Cut 1.4 per cent for 1985-86
IDAHO	Cut 2.5 per cent for 1985-86
IOWA	Cut 3.9 per cent for 1985-56
LOUISIANA	Cut 5 per cent for 1985-86
MINNESOTA	Cut 2.5 per cent for 1985-87
MISSISSIPPI	Cut 4.9 per cent for 1985-86
MONTANA	Cut 2 per cent for 1985-86
NEBRASKA	Cut 2 per cent for 1985-86
OKLAHOMA	Cut 4.5 per cent for 1985-86 *
SOUTH CAROLINA	Cut 2 per cent for 1985-86
TEXAS	Cut 13 per cent for each year in 1985-87
UTAH	Cut 1.1 per cent for 1985-86
VERMONT	Cut 1 per cent for 1986-86
WISCONSIN	Cut 5.8 per cent for 1985-87

* Governor did not specifically order a reduction in current appropriations, but said that because next year's budget cuts would be so severe, state agencies should reduce spending this year to save money for next year.

Notes: Percentages represent cuts in total higher-education appropriations. There is wide variation in the way states divide the reductions among their higher-education institutions. In several states, tuition increases have partially offset reductions in appropriations, so overall budget reductions are lower.

Second 1986 Postage Hike Hits Colleges

WASHINGTON

Special postage rates for colleges and other non-profit groups were increased on March 9.

It was the second time this year that mailing rates for charitable organizations had been boosted.

The new increases ranged from 2 per cent to 20 per cent, depending on the category of mail. On January 1, postal rates for non-profit groups were hiked 23 to 41 per cent.

The second round of increases was needed because Congress provided $65-million less for the special postal subsidies this year. Also, the new federal deficit-reduction law reduced the amount of money provided for the subsidies by $32-million on March 1. "We have no alternative but to make this practical adjustment," said the U.S. Postal Service Board of Governors.

Rates for third-class mail, used by many colleges to send out fund-raising materials, course catalogues, and admissions notices, were increased by 14 to 19 per cent.

Rates for fourth-class mail, which is used mainly by libraries, were raised 10 per cent. Rates for various types of second-class mail rose by 2 per cent to 20 per cent.

Many Colleges Found Heeding Calls for Curricular Reforms

Continued from Page 1
three courses in history and one in physics? They're asking, Have they picked up critical-thinking skills and writing skills?"

Ms. El-Khawas said an important finding of the survey was that community colleges were participating in the reform movement. "Some people were critical of the reports for not giving attention to community colleges," she said. "But from the figures it's clear that they did raise some concerns that are germane to the community colleges. It seems as if the two-year colleges are balancing general education and career preparation."

Responses on Other Issues

Not only are institutions strengthening the basics, but they are also stressing courses important to their particular educational missions. For example, about two-thirds of the two-year colleges said they were paying more attention to career preparation. The majority of four-year institutions reported they were strengthening international studies and adding more interdisciplinary courses. Sixty per cent of the baccalaureate colleges said they were paying more attention to values and ethics.

Responding to questions on campus issues other than reform, a majority of the academic officers reported gains in these areas over the last few years: the adequacy of computing equipment, the ability of their institutions to attract good students, services for disabled students, and job prospects for new graduates.

The survey report also uncovered some worrisome trends. Fewer than half of the officials noted improvements in faculty pay, in the preparation of new students, in their colleges' ability to attract minority-group students, in student aid, and in library resources.

The findings were based on a nationwide sample of 468 colleges and universities. The survey covered the 1984-85 academic year and had an 85-per-cent response rate.

Faculty Hiring, Business Links

It also included questions about faculty employment, links with business, and campus administration.

On faculty hiring, the survey found that:

► 48 per cent of the institutions surveyed had net gains in the number of faculty positions from 1983-84 to 1984-85, while 21 per cent reported losses.

► Over the next five years, 59 per cent expect to hire more faculty members in computer science and 41 per cent expect to hire more in business. In other disciplines, most colleges expect no change in the number of faculty members.

► 43 per cent said they had procedures to retrain faculty members, and 28 per cent said they had faculty-retrenchment procedures under way.

On business, the survey found that:

► Nearly all institutions have formal ties with business, and about two-thirds of them offer credit or non-credit courses for employees on company premises.

► Half have participated in programs with businesses to foster state or regional economic development, and 40 per cent have analyzed the impact of their college on the local or state economy.

► About 40 per cent have jointly developed and sponsored degree or certificate programs.

► 40 per cent have worked with business leaders to assist local high schools.

On the issue of administrative practices, over 80 per cent of the colleged said that they engaged in long-range planning and program reviews, and regularly monitored student attrition.

Copies of the report, *Campus Trends, 1985*, may be purchased from the Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington 20036-1193. The price, prepaid, is $5 for council members and $8 for others.

Teachers' Colleges Urged to Expand Role in Reform

Continued from Preceding Page
schoolteachers (*The Chronicle*, June 12, 1985).

The group, which originally planned to release its revised blueprint for reform by last August, now hopes to have it ready within the next few months. Universities that receive the 50-page document will be asked if they agree with its findings, and, if they do, to submit a plan detailing how they will implement them.

Deans here expressed concern that the Holmes Group's report would attract tremendous publicity and that as a result, their own reform efforts would be minimized or ignored. Ms. Cole said she and other organizers had worried "considerably" about possible divisiveness, but had ultimately concluded that the goal of improving teacher education outweighed the risk.

'We May Even Cut Back'

She also said the group's members, which produce about 20 per cent of the new teachers each year, did not intend to take over teacher education. "We may even cut back on our teacher training as a result of this," she said.

To one administrator who charged that by limiting the group the organizers were demeaning other teacher educators, Ms. Cole said: "The elitism argument is a tough one, but self-help requires a small size."

At a later date, she added, the organization may expand its membership beyond the original 120 universities.

The A.A.C.T.E. has taken a neutral stand in the debate over program length. Its members passed a resolution to support experimental extended teacher-preparation programs and to encourage "the support and maintenance of quality undergraduate programs leading to initial certification." —JEAN EVANGELAUF

What Colleges and Universities Are Doing About Recommendations for Reform

Campus actions in response to national reports

	Universities		4-year colleges		2-year colleges		Total	
	Action accomplished	Action planned	Action accomplished	Action planned	Action accomplished	Action planned	Action accomplished	Action planned
Task force and committee review	30%	7%	31%	16%	21%	6%	26%	9%
Discussion of the reports								
in faculty meetings	51%	11%	51%	17%	40%	8%	45%	11%
among senior administrators	67%	13%	72%	5%	55%	10%	62%	9%
with the board of trustees	25%	8%	26%	9%	22%	10%	24%	10%
in special meetings	29%	14%	34%	12%	21%	11%	26%	12%
Changes in								
academic programs	24%	27%	26%	27%	30%	28%	28%	27%
student services	15%	21%	18%	25%	30%	21%	23%	22%
research and assessment	15%	32%	15%	28%	29%	28%	22%	29%

Status of changes recommended in national reports

	Universities		4-year colleges		2-year colleges		Total	
	Now in effect	Under study	Now in effect	Under study	Now in effect	Under study	Now in effect	Under study
National Institute of Education[1]								
Emphasize the freshman year	38%	37%	56%	28%	46%	10%	47%	21%
Emphasize analysis and communications	47%	38%	45%	40%	35%	44%	40%	42%
Use active modes of learning	23%	30%	33%	34%	36%	32%	32%	33%
Make systematic assessment	20%	44%	26%	47%	33%	44%	28%	45%
Require two years of liberal arts	51%	17%	71%	6%	7%	7%	35%	9%
Association of American Colleges[2]								
Improve curriculum structure	26%	27%	30%	32%	35%	33%	32%	32%
Deemphasize and change the major	2%	14%	8%	17%	3%	15%	4%	15%
Prepare graduate students for college teaching	16%	14%	3%	8%	0%	0%	4%	7%
Develop measures of progress	14%	48%	16%	53%	20%	51%	18%	51%
Give importance to teaching and research	43%	27%	37%	11%	10%	9%	25%	13%
National Endowment for the Humanities[3]								
Give humanities a central place	48%	27%	55%	8%	26%	22%	39%	19%
Define knowledge that is essential	40%	36%	44%	36%	33%	34%	38%	35%
Use original texts in humanities	42%	13%	35%	15%	17%	17%	27%	15%
Have best faculty members teach core courses	52%	27%	66%	17%	53%	13%	57%	17%
Have integrated humanities sequence	31%	37%	27%	24%	18%	30%	23%	30%
National Commission for Excellence in Teacher Education[4]								
Impose rigorous admission requirements	57%	22%	48%	25%	0%	0%	26%	12%
Develop minority recruitment programs	28%	22%	5%	19%	0%	0%	7%	10%
Develop experimental teacher programs	25%	27%	8%	24%	0%	0%	8%	13%
Assign sufficient resources	52%	23%	58%	12%	0%	0%	28%	8%
Make teacher education a campus-wide responsibility	44%	17%	46%	19%	0%	0%	23%	9%

Administrators' views on other recent changes at their institutions

	Universities		4-year colleges		2-year colleges		Total	
	Better	Worse	Better	Worse	Better	Worse	Better	Worse
Ability to attract good students	64%	4%	58%	5%	57%	8%	59%	6%
Ability to attract minority students	37%	8%	30%	14%	32%	5%	33%	8%
Preparation of entering students	36%	15%	41%	12%	22%	22%	31%	17%
Ability to serve disabled students	60%	0%	46%	7%	57%	2%	54%	3%
Adequacy of student aid	43%	13%	40%	15%	39%	7%	40%	11%
Job prospects for graduates	66%	0%	56%	2%	50%	4%	55%	3%
Ability to respond to enrollment shifts	41%	6%	43%	2%	48%	6%	45%	5%
Ability to attract good faculty	52%	6%	48%	6%	49%	8%	49%	7%
Overall faculty morale	42%	13%	52%	10%	51%	12%	49%	12%
Faculty-administration communications	46%	8%	54%	6%	44%	4%	47%	6%
Adequacy of faculty compensation	48%	16%	36%	16%	49%	13%	45%	15%
Adequacy of library resources	45%	11%	46%	5%	30%	8%	38%	8%
Academic computer equipment	84%	4%	86%	4%	82%	4%	83%	4%
Other equipment for teaching and research	50%	20%	44%	7%	36%	6%	41%	9%

[1] The text of the report "Involvement in Learning: Realizing the Potential of American Higher Education" appeared in *The Chronicle* October 24, 1984.
[2] The text of the report "Integrity in the College Curriculum: A Report to the Academic Community" appeared in *The Chronicle* February 13, 1985.
[3] The text of the report "To Reclaim a Legacy" appeared in *The Chronicle* November 28, 1984.
[4] The text of the report "A Call for Change in Teacher Education" appeared in *The Chronicle* March 6, 1985.

Note: The results are based on a national sample of 468 colleges and universities, excluding specialized religious institutions. The rate of response to the survey, which was conducted in May 1985, was 85 per cent. The figures do not total 100 per cent because "no action" and "no change" columns have been omitted.

SOURCE: AMERICAN COUNCIL ON EDUCATION